## About The New England Common Assessment Program

This report highlights ENGLAN results from the Fall 2010 Beginning of Grade New **England Common** Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine. New Hampshire, Rhode Island, and Vermont as part of ASSESSMENT each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct

answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide

a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



# Fall 2010 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2010-2011

### **School Results**

**School:** Lewiston Middle School

**District:** Lewiston School Department

**Code:** 1088-1285



## **Grade Level Summary Report**

**School:** Lewiston Middle School

**District:** Lewiston School Department

**State:** Maine **Code:** 1088-1285

PARTICIPATION in NECAP					Number	•							Po	ercentag	je				
PARTICIPATION III NECAP		School			District			State			School			District			State		
Students enrolled on or after October 1		321			326			14,420			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	
Students tested	305	314		308	317		14,013	14,044		95	98		94	97		97	97		
With an approved accommodation	78	85		79	87		2,161	2,197		26	27		26	27		15	16		
Current LEP Students	58	67		58	67		316	361		19	21		19	21		2	3		
With an approved accommodation	35	42		35	42		149	188		60	63		60	63		47	52		
IEP Students	50	50		53	53		2,139	2,129		16	16		17	17		15	15		
With an approved accommodation	44	44		45	46		1,723	1,725		88	88		85	87		81	81		
Students not tested in NECAP	16	7		18	9		407	376		5	2		6	3		3	3		
State Approved	14	3		16	5		297	247		88	43		89	56		73	66		
Alternate Assessment	3	2		5	4		225	219		21	67		31	80		76	89		
First Year LEP	10	0		10	0		46	0		71	0		63	0		15	0		
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0		
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0		
Special Consideration	1	1		1	1		26	28		7	33		6	20		9	11		
Other	2	4		2	4		110	129		13	57		11	44		27	34		

#### **NECAP RESULTS**

		School														Dis	trict			State							
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	Level 2		Level 1		Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled		
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score		
READING	321	14	2	305	20	7	142	47	82	27	61	20	740	308	6	46	27	20	740	14,013	11	55	24	10	745		
МАТН	321	3	4	314	30	10	98	31	65	21	121	39	736	317	9	31	21	39	736	14,044	16	42	21	20	742		
WRITING																											

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



## **Reading Results**

**School:** Lewiston Middle School

**District:** Lewiston School Department

**State:** Maine **Code:** 1088-1285

#### **Proficient with Distinction (Level 4)**

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### **Proficient (Level 3)**

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

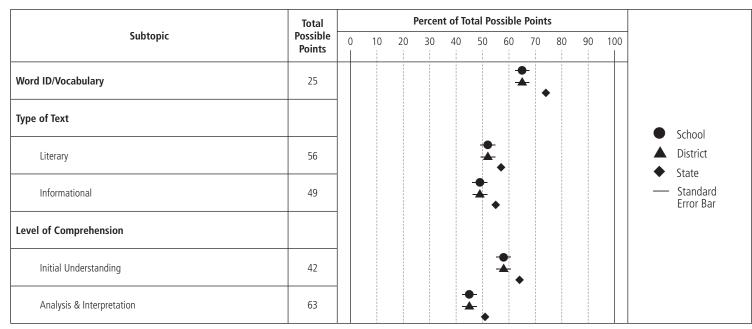
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### **Substantially Below Proficient (Level 1)**

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Leve	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total	317 <b>321</b>	6 <b>14</b>	1 <b>2</b>	310 <b>305</b>	34 <b>20</b>	11 <b>7</b>	159 <b>142</b>	51 <b>47</b>	84 <b>82</b>	27 <b>27</b>	33 <b>61</b>	11 <b>20</b>	745 <b>740</b>
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	323 <b>326</b>	8 16	1 2	314 <b>308</b>	34 <b>20</b>	11 <b>6</b>	160 <b>142</b>	51 <b>46</b>	86 <b>83</b>	27 <b>27</b>	34 <b>63</b>	11 <b>20</b>	744 <b>740</b>
\$TATE 2008-09 2009-10 2010-11 Cumulative Total	14,367 <b>14,420</b>	230 <b>297</b>	120 <b>110</b>	14,017 <b>14,013</b>	1,319 <b>1,475</b>	9 <b>11</b>	8,323 <b>7,775</b>	59 <b>55</b>	3,222 <b>3,382</b>	23 <b>24</b>	1,153 <b>1,381</b>	8 <b>10</b>	745 <b>745</b>





## **Disaggregated Reading Results**

**School:** Lewiston Middle School

**District:** Lewiston School Department

**State:** Maine **Code:** 1088-1285

REPORTING CATEGORIES	Level 1 Mean Scalet Score 9 740 24 737 744 48 731	re N 14,01	% 3 11	3 % <b>55</b>	2 % 24 28 20	Level 1 % 10 113 7	Scaler Score 745 742 747
All Students   321   14   2   305   20   7   142   47   82   27   61   20   740   308   6   46   27	% 20 740 24 737 16 744	7 7,088 4 6,924 1 195	3 11 3 6 4 15	55 53 58	24 28 20	<b>10</b>	<b>745</b> 742 747
Gender         Male         176         9         2         165         7         4         67         41         53         32         38         23         737         168         4         40         32           Female         145         5         0         140         13         9         75         54         29         21         23         16         744         140         9         54         21           Not Reported         0	24 737 16 744	7 7,088 4 6,924 1 195	B 6 15	53 58	28 20	13	742 747
Male Female Not Reported         176         9         2         165         7         4         67         41         53         32         38         23         737         168         4         40         32           Female Not Reported         145         5         0         140         13         9         75         54         29         21         23         16         744         140         9         54         21           Race/Ethnicity Hispanic or Latino American Indian or Alaskan Native Asian O 0 0         8         8         0         0         4         8         8         0         0         4         8         8         0         0         4         4         0         4         5         19	16 744	4 6,924 1 195	15	58	20		747
Female   Not Reported   Not Hispanic or Latino   Not Hispanic or	16 744	4 6,924 1 195	15	58	20		747
Not Reported   0   0   0   0   0   0   0   0   0		4 6,924 1 195	15			7	
Not Reported   0   0   0   0   0   0   0   0   0	48 731	195 157		46			744
Hispanic or Latino     8	48 731	157	7	46			744
Not Hispanic or Latino   American Indian or Alaskan Native	48 731	157	7	46			7/4
American Indian or Alaskan Native Asian Black or African American White  4 0 0 0 0 4 0 0 0 0 0 0 0 0 0 0 0 0 0	48 731				36	11	741
Asian Black or African American Native Hawaiian or Pacific Islander         0 92         12 12         0 0 0 0 0 1         80 1 0 1 0 0 1 1 215         4 2 2 2 2         5 2 2         19 2 2 11         24 1 2 1 1 1 2 1 5         38 2 2 2 2 3 3 3 3 4 3 4 3 4 3 3 4 3 3 3 4 3 3 4 3 3 4 3 4 3 3 4 3 3 4 3 3 4 3	48 731		10	F1	1 22	17	743
Black or African American         92         12         0         80         4         5         19         24         19         24         38         48         731         80         5         24         24           Native Hawaiian or Pacific Islander         1         0         0         1         -         -         -         -         -         -         -         1         -	48 731		10	51	22	17 9	743 746
Native Hawaiian or Pacific Islander 1 0 0 1 1 5 7 117 55 57 27 22 10 744 214 7 55 27 White	48 /31		18	46 39	32		737
White 215 2 2 211 15 7 117 55 57 27 22 10 744 214 7 55 27			3	39	32	26	/3/
	1 44 744	7			1 24		745
Wo or more races	11 744	,	1	56	24	9	745
		101	4	54	28	14	742
No Race/Ethnicity Reported 0 0 0 0 0 0		1					
LEP Status							
Current LEP student   69   11   0   58   0   0   8   14   15   26   35   60   726   58   0   14   26	60 726	6 316	1	31	36	32	734
Former LEP student - monitoring year 1 0 0 0 0 0		25	16	80	4	0	753
Former LEP student - monitoring year 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		12	42	58	0	0	758
All Other Students 252 3 2 247 20 8 134 54 67 27 26 11 744 250 8 54 27	11 743			56	24	9	745
IEP I I I I I I I I I I I I I I I I I I							
Students with an IEP 55 3 2 50 0 0 7 14 19 38 24 48 728 53 0 13 38	49 728	8 2,139	)   <1	20	41	39	732
All Other Students 266 11 0 255 20 8 135 53 63 25 37 15 743 255 8 53 25	15 743				21	5	747
All Other students 200   11   0   255   20   6   155   35   05   25   57   15   745   255   6   55   25	13 /43	11,07	4   12	02	21	,	/4/
SES							
Economically Disadvantaged Students   228   14   2   212   11   5   81   38   66   31   54   25   737   215   5   38   31	26 737			47	32	16	740
All Other Students 93 0 0 93 9 10 61 66 16 17 7 8 747 93 10 66 17	8 747	7 7,997	15	62	18	5	748
Migrant							
Migrant Students 0 0 0 0 0 0 0 0		6					
All Other Students 321 14 2 305 20 7 142 47 82 27 61 20 740 308 6 46 27	20 740		7   11	56	24	10	745
All Other students   321   14   2   303   20   7   142   47   62   27   01   20   740   306   0   40   27	1 20   740	14,00	′   ''	00	24	10	/43
Title I							
Students Receiving Title   Services   64   0   0   64   0   0   27   42   31   48   6   9   739   64   0   42   48	9 739	9 1,438	3 4	39	42	15	739
All Other Students 257 14 2 241 20 8 115 48 51 21 55 23 741 244 8 47 21	23 741	1 12,57	5 11	57	22	9	745
EGA Plea							
504 Plan	17 743	200	,		1 20		747
Students with a 504 Plan 12 0 0 12 1 8 7 58 2 17 2 17 742 12 8 58 17	17 742		7	56	28	8	743
All Other Students 309 14 2 293 19 6 135 46 80 27 59 20 740 296 6 46 27	21 740	0 13,70	4 11	55	24	10	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



## **Mathematics Results**

**School:** Lewiston Middle School

**District:** Lewiston School Department

**State:** Maine **Code:** 1088-1285

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

#### **Substantially Below Proficient (Level 1)**

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Scaled Score
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total	317 <b>321</b>	1 3	3 <b>4</b>	313 <b>314</b>	48 <b>30</b>	15 <b>10</b>	113 <b>98</b>	36 <b>31</b>	58 <b>65</b>	19 <b>21</b>	94 <b>121</b>	30 <b>39</b>	739 <b>736</b>
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	323 <b>326</b>	3 <b>5</b>	3 <b>4</b>	317 <b>317</b>	48 <b>30</b>	15 <b>9</b>	113 <b>98</b>	36 <b>31</b>	59 <b>65</b>	19 <b>21</b>	97 <b>124</b>	31 <b>39</b>	739 <b>736</b>
\$TATE 2008-09 2009-10 2010-11 Cumulative Total	14,367 <b>14,420</b>	212 <b>247</b>	116 <b>129</b>	14,039 <b>14,044</b>	2,603 <b>2,310</b>	19 <b>16</b>	5,725 <b>5,892</b>	41 <b>42</b>	2,822 <b>2,990</b>	20 <b>21</b>	2,889 <b>2,852</b>	21 <b>20</b>	742 <b>742</b>

	Total													
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 		
Numbers & Operations	47				*	•							•	School District
Geometry & Measurement	39				3	-							<b>*</b>	State
Functions & Algebra	48				3	- -								- Standard Error Bar
Data, Statistics, & Probability	25				•	-								



# Fall 2010 - Beginning of Grade 7 NECAP Tests Grade 7 Students in 2010-2011 Disaggregated Mathematics Results

School: Lewiston Middle SchoolDistrict: Lewiston School Department

State: Maine

Code: 1088-1285

REPORTING CATEGORIES  N N N N N N N N N N N N N N N N N N N			School														Dist	rict					Sta	ite		
All Students 221 32 4 32 4 4 50 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		Enrolled			Tested	Lev	el 4	Lev	/el 3	Lev	el 2	Lev	el 1	Scaled	Tested				Level 1	Scaled	Tested	1			Level 1	Scaled
Gender  Male  Male  French Male		N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
Make Female 145 00 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	All Students	321	3	4	314	30	10	98	31	65	21	121	39	736	317	9	31	21	39	736	14,044	16	42	21	20	742
Freedle Holland Freedle Hollan	Gender																									
Freedle Holland Freedle Hollan	Male	176	3	3	170	20	12	52	31	26	15	72	42	736	173	12	30	15	43	736	7,111	17	41	21	21	742
Note Recetable (Note Name Properties   Note Name Properties   Name Prope	Female	145			144																					
Signature Leating of Market Haganic Pating Corporation   Signature Properties   Signature	l .			0			,		32				3.	750		,	52	-		,,,,						,
Not Higheric of Latino American Catalino American Catalino and Assistan Native Adian American Catalino and Assistan Native Adian O O O O O O O O O O O O O O O O O O O	Race/Ethnicity																									
American Indian or Alaskan Native Adam or O		8	0	0	8										8						202	10	35	24	32	738
Asian Asian Asian Asian Asian Black or Affician American 92 1 2 2 89 1 1 2 2 89 1 1 11 12 13 13 65 73 77 77 364 66 22 22 11 1 0 0 0 0 1 1 0 0 0 0 1 1 0 0 0 0		1		_											١,		İ	į	İ		157	1.0	25	22	20	740
Bask or Affires American  Native Hawarian or Pacific Islander  Native Hawarian or Pacific Islander  1 0 0 0 1 1 0 0 1 1 0 0 0 1 1 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 1 0 0 0 1 0	l .			-					1		1		:													
Native Hawaiian or Pacific Islander White White White Open Company of the Market Repairs of Pacific Islander White White Open Company of Pacific Islander White Open Company o				-	-	١.		l	1.0		1						4.0									
White Two or more caces 1 1 0 0 0 0 1 0 0 0 0 1 0 0 0 0 0 0 0		1				1	1	11	12	12	13	65	/3	/2/		1	12	13	/3	/2/		6	22	23	49	/33
The States with an IEP All Other Students with an IEP All Other Students St			-	ı -	1 '																					
No RacelEthnicity Reported   O	White	215	2	2	211	26	12	84	40	48	23	53	25	740	214	12	39	22	26	740	13,026					
LEP Status  Current LEP Student - monitoring year 1	Two or more races	1	0	0	1										1			i	i		101	14	35	18	34	739
Current LEP student — monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	No Race/Ethnicity Reported	0	0	0	0										0						1					
Current LEP student — monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	LEP Status																									
Former LEP student monitoring year 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		69	1	1	67	0	0	5	7	5	7	57	85	723	67	0	7	7	85	723	361	3	25	20	52	733
Former LEP students monitoring year 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0			0	0		-	1	_		-						-										
All Other Students with an IEP Students with an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students With an IEP All Other Students All Oth																		į								
Students with an IEP	,		1 -	-	1 -	30	12	93	38	60	24	64	26	740		12	37	24	27	740				1		
Students with an IEP	IED																									
All Other Students		55	2	2	50	2	4	1			16	26	72	720	52	1	0	15	7/	727	2 120	2	16	22	50	721
SES         Economically Disadvantaged Students         228         3         4         221         18         8         54         24         43         19         106         48         734         224         8         24         19         49         734         6,044         8         36         26         31         738           Migrant Migrant Students All Other Students         0         0         0         0         0         0         0         0         0         0         0         0         31         738         4         221         18         12         745           Migrant Migrant Students All Other Students         321         3         4         314         30         10         98         31         65         21         121         39         736         14         21         39         736         14         39         736         14         39         736         14         39         736         14         39         736         14         39         736         14         39         735         14         39         735         14         39         735         14         39         735         14         39																		10							:	1
Economically Disadvantaged Students 228   3	All Other Students	200	'	'	264	28	11	94	30	5/	22	85	32	/38	264	''	36	22	32	/38	11,915	19	4/	21	13	/44
All Other Students 93 0 0 0 93 12 13 44 47 22 24 15 16 742 93 13 47 24 16 742 8,000 23 47 18 12 745  Migrant Migrant Students All Other Students All Other Students Receiving Title I Services All Other Students Students Receiving Title I Services All Other Students  12 0 0 12 2 17 4 33 3 25 3 36 39 735 12 33 25 738 309 12 46 22 21 741																										
Migrant Students All Other Stude	Economically Disadvantaged Students			4	221						19										6,044					
Migrant Students	All Other Students	93	0	0	93	12	13	44	47	22	24	15	16	742	93	13	47	24	16	742	8,000	23	47	18	12	745
Migrant Students	Migrant																									
All Other Students Receiving Title I Services All Other Students Receiving Title I Services All Other Students Receiving Title I Services All Other Students Students with a 504 Plan Students with a 504 Plan  12 0 0 10 10 98 31 65 21 121 39 736 31 737 33 4 30 10 98 31 65 21 121 39 736 31 737 38 30 25 38 39 735 38 42 38 39 735 38 39 735 38 39 736 39 736 39 737 39 736 39 737 39 736 39 737 39 736 39 737 39 736 39 737 39 736 39 737 39 736 39 737 39 737 39 738 39 738 737 737 741		1 0	0	0	0										0						6					
Students Receiving Title I Services All Other Students 257 3 4 250 30 12 82 17 4 33 30 4 250 30 12 82 33 42 17 96 38 735 64 0 25 39 735 64 0 25 39 735 64 0 25 39 735 12 30 12 32 17 39 736 12,589 18 43 20 19 742 742 742 741 742 741		321		4		30	10	98	31	65	21	121	39	736		9	31	21	39	736	14,038	16	42	21	20	742
Students Receiving Title I Services All Other Students 257 3 4 250 30 12 82 17 4 33 30 4 250 30 12 82 33 42 17 96 38 735 64 0 25 39 735 64 0 25 39 735 64 0 25 39 735 12 30 12 32 17 39 736 12,589 18 43 20 19 742 742 742 741 742 741	Title I																									
All Other Students 257 3 4 250 30 12 82 33 42 17 96 38 737 253 12 32 17 39 736 12,589 18 43 20 19 742  504 Plan Students with a 504 Plan 12 0 0 12 2 17 4 33 3 25 738 12 17 33 25 25 738 309 12 46 22 21 741		64	1 0	۸ .	64	1 0	0	16	25	23	36	25	30	735	64	۱ ،	25	36	30	735	1 //55	5	20	32	35	737
504 Plan Students with a 504 Plan 12 0 0 12 2 17 4 33 3 25 3 25 738 12 17 33 25 25 738 309 12 46 22 21 741																										
Students with a 504 Plan 12 0 0 12 2 17 4 33 3 25 738 12 17 33 25 25 738 309 12 46 22 21 741	All Other Students	25/	3	4	250	30	12	62	33	42	1/	90	οŏ	/3/	L 235	12	32	17	39	/30	12,589	10	45	20	19	/42
				_								_														
All Other Students   309   3   4   302   28   9   94   31   62   21   118   39   736   305   9   31   20   40   736   13,735   17   42   21   20   742						1				1 -		_					1									1
	All Other Students	309	3	4	302	28	9	94	31	62	21	118	39	736	305	9	31	20	40	736	13,735	17	42	21	20	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient